

6 month reporting date 9/30/2005  
12 month reporting date 5/10/06 Received 4/2/06  
Closed 4/3/06

## Harding County School District Improvement Plan/Progress Report Form

### Principle: 3 Appropriate Evaluation

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:04 Evaluation procedures

School district shall ensure a child is assessed in all areas related to the suspected disability and evaluation procedures include a variety of assessment tools and strategies to gather relevant functional and developmental information about the child, including information provide by parents that may assist in developing the content of the child's IEP.

The district has made a concerted effort to gather functional information for students upon reevaluation; however, functional information was not available in areas of suspected disability. The functional information is not summarized in the evaluation report nor carried forward into the present levels of performance and therefore annual goals and short term objectives are not skill based.

#1. A student listed on the child count as speech language must be reevaluated to include physical therapy and occupational therapy and all areas of achievement. This information was gathered from a medical report from Children's Hospital in Denver. Therefore, the student was not evaluated in all areas of suspected disability.

#2. A student listed on the child count as speech language must be reevaluated to include all areas of development and meet the requirement for multidisciplinary and multifaceted. The Battelle is the only current evaluation information in the file. The student is 4 years, 10 months of age. The scores on the Battelle indicated the student qualified in the area of speech language and adaptive skills. The remainder of the evaluation information used was taken from former speech evaluations and was very fragmented. The current evaluations for the student listed above do not contain the necessary information to determine eligibility.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the evaluation/reevaluation procedures meet the minimum requirements.

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**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

1. In the development of all IEPs, short term objectives, annual goals, present levels of performance will link to functional assessment.
2. Multi-disciplinary and multi-faceted evaluations will be conducted in all areas of suspected disability for all students.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
<p>1. What will the district do to improve?</p> <p>1-1. During all initial and reevaluations, functional assessment will be conducted and reported for each area of the student's disability. The skills identified through functional assessment will be used to develop the present levels of performance, annual goals and short term instructional objectives.</p> <p>What data will be given to SEP to verify this objective?</p> <p>100% of all evaluations conducted during the 6 month reporting period will be reviewed. The total number of files reviewed and the number times the present levels of performance, annual goals and short term objectives link to functional assessment for each skill area affected by the disability will be reported to SEP.</p>	<p>On-going 12-15-04</p>	<p>Special Education Teachers and NWAS Consultant</p>	<p><b>NOT MET</b></p>	<p><b>MET</b></p>
<p>Please explain the data (6 month)</p> <p>Four students were evaluated during the 6 month reporting period. The skills identified in three of the functional assessment reports link very well to the present levels of performance. These IEPs were written by the special education teachers. The fourth functional assessment and IEP was written by the speech pathologist. The present levels of performance did not link to the evaluation report in terms of the "specific skills" needed to be addressed in the students program.</p>				

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Please explain the data (12 month)

One student was reevaluated during the reporting period. The skills identified in three of the functional assessment reports link very well to the present levels of performance.

2. What will the district do to improve?

2-1. Students 1 and 2 will receive a multi-disciplinary, multi-faceted evaluation in all areas of suspected disability to ensure proper documentation is available to support the student disability category.

What data will be given to SEP to verify this objective?

The district will submit a copy of each student's eligibility document which will summarize the evaluation results and the teams eligibility determination.

1-15-05

Special  
Education  
Teachers  
and  
NWAS  
Consultant

**NOT MET**

**MET**

Please explain the data (6 month)

A copy of the eligibility document has been sent to SEP for one student. This student was dismissed from services.

A copy of the Prior Notice/Consent was sent to SEP for the other student. Parent refused consent for additional evaluation.

Please explain the data (12 month)

### Harding County School District Improvement/Progress Report Form

#### Principle: 4 Procedural Safeguards

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:29:07 List of types and location of information

Each school district shall provide parents on request a list of types and location of education records collected, maintained, or used by the district. In nine out of ten files reviewed, the monitoring team determined that there is more than one file on a child, the files are not cross-referenced. Therefore, parents are unable to access information pertaining to their child because no one file contains all of the necessary information.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures all student information is included in the permanent file and cross-referenced with other files with student information.

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**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

1. The district will establish a filing system which includes a permanent file for each child identified as a child in need of special education and related services.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve?  The district will develop and implement a policy regarding the location and content which includes a permanent file for each child identified as a child in need of special education and related services.  What data will be given to SEP to verify this objective?  The district will submit a summary of the district policy regarding the content and location of student records.	1-15-05	Superintendent / Special Education Director Special Education Teachers	<b>MET</b>	<b>(Filled in by SEP)</b>
Please explain the data (6 month)  Policy file number JO: Special Education Records states, "Official student files of students receiving special education services will be kept in a central location, the main school office located in Buffalo."				
Please explain the data (12 month)				

**Principle: 4 Procedural Safeguards**

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:30:15 Surrogate parent

Each school district shall establish procedures for the assignment of a surrogate parent to ensure that the rights of a child are protected if no parent can be identified and the district, after reasonable effort, cannot discover the whereabouts of a parent or if the child is a ward of the state.

Through interview, the monitoring team determined a list of individuals who would serve as a surrogate parent was not available.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will develop a list of persons to serve as surrogate parents who meet the minimum requirements.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

2. A list of individuals trained as surrogate parents will be established by the district.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**6 month progress**  
Record date  
objective is met

**12 month progress**  
Record date  
objective is met

1. What will the district do to improve?

2-1. Individuals that could act as a surrogate parent for a child will be identified and trained. A list will be maintained by the district.

What data will be given to SEP to verify this objective?

The district will report the number of individuals on the districts list and the date upon which they received training.

5-15-05

Superintendent  
/  
Special  
Education  
Director  
Special  
Education  
Teachers

**MET**

**(Filled in by  
SEP)**

Please explain the data (6 month)

Karen Douglas agreed to act as surrogate parent in the event one was needed in the district. Karen received training on May 27, 2005. She was also provided with a copy of the surrogate parent handbook including rights and responsibilities.

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Please explain the data (12 month)

### Harding County School District Improvement/Progress Report Form

#### Principle: 5 Individualized Education Program

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03 Content of IEP

A student's IEP must contain present levels of performance, annual goals and short term objectives based upon the specific skill areas affected by the student's disability. The present levels of performance are based upon the functional assessment information gathered during the comprehensive evaluation process.

Through file reviews, interviews and observation, the monitoring team concluded special education staff is completing functional assessment and are beginning to use this information to develop present levels of performance. Functional evaluation information is not consistently linked to annual goals and short term objectives in twelve files reviewed.

ARSD 24:05:27:13.01 Agency responsibilities for transition services

ARSD 24:05:27:13.02 Transition services

ARSD 24:05:25:27:01.01 IEP team

Each school district shall ensure that the IEP team for each student with disabilities include the following member:

1. the parents of the student;
2. At least one regular education teacher;
3. At least one special education teacher;
4. A representative of the school district;
5. An individual who can interpret the instructional implications of evaluation results;
6. Other individuals who have knowledge or special expertise regarding the student;
7. If appropriate the student and
8. Transition services participants as described in 24:05:25:16.01 and 24:05:25:16.02

Through file reviews and interviews, the monitoring team noted representatives from other agencies were not consistently invited to IEP meetings for students age 16 and older nor did the agency take other steps to obtain their participation in the planning of transition services.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will invite agency representatives to IEP meetings for students 16 and older.

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**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

1. Agency representatives will be invited to participate in 100% of the IEP meeting for all students 16 and older.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve?  1-1. When completing the written prior notice for a meeting to be held for students of transition age, the position title of the agency representative will be included on the list of those invited to participate.  What data will be given to SEP to verify this objective?  The district will review 100% of meeting notices for students 16 and older, occurring during the 6 month reporting period, and report to SEP the total number of files reviewed and the number of those inviting outside agencies to participate.	June 1, 2005	Special Education Teacher	<b>NOT MET</b>	<b>MET</b>
Please explain the data (6 month) Two students age 16 or older have had an IEP meeting during the reporting period. An outside agency was invited and participated in the IEP meeting for one student. The other student did not have a need for outside agency representation at this time.				
Please explain the data (12 month)				